



Liberia Teacher Training Program

Annual Report

Project Year III

October 1, 2012 – September 30, 2013

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List of Acronyms

AED	Academy for Educational Development
ASC	Annual School Census
CEO	County Education Officer
CSA	Civil Service Agency
DEO	District Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Electronic Management and Information System
GIS	Geographic Information System
GOL	Government of Liberia
HRMIS	Human Resources Management Information System
ICT	Information Communications Technology
IFMIS	Integrated Financial Management Information System
KRTTI	Kakata Rural Teacher Training Institute
LTTP	Liberia Teacher Training Program
M&E	Monitoring and Evaluation
MCSS	Monrovia Consolidated School System
MOE	Ministry of Education
MOF	Ministry of Finance
NGO	Non-Governmental Organization
PMP	Performance Management Plan
PTA	Parent Teachers Association
RMS	Reading and Math Specialist
RST	Reading Support Teacher
RTTI	Rural Teacher Training Institute
TOT	Training of Trainers
UL	University of Liberia
USAID	United States Agency for International Development
WAEC	West African Examination Council
ZRTTI	Zorzor Rural Teacher Training Institute

Part I: Introduction and Background

Introduction

This report presents the achievements in Year III of the Liberia Teacher Training Program Phase II (LTTP), October 1, 2012 to September 30, 2013. LTTP is an important contributor to USAID's Development Objective 4 - Better Educated Liberians through activities under IR 4.1: Improved basic education opportunities and IR 4.2: Improved higher education opportunities. LTTP activities within Development Objective 4, in turn, contribute to USAID/Liberia's overall goal: Strengthened Liberian Institutions Positioned to Drive Inclusive Economic Growth and Poverty Reduction.

LTTP's activities are organized under three results areas which contribute to IR 4.1 and IR 4.2:

- Result 1: MOE, CEO, DEO and RTTI capacity strengthened to plan, manage and monitor educational services
- Result 2: Improved teacher policy and procedures for teacher recruitment, training, deployment and career development
- Result 3: Improved teacher training programs and reading/math delivery systems

This report first outlines some relevant background information about Liberia and then presents the achievements and challenges in LTTP Year III according to the three result areas.

Background

Liberia is Africa's oldest republic and one of the least developed and poorest countries in the continent. With some of the lowest Human Development Index indicators in the world, about 64% of Liberians live below the poverty line and 48% live in extreme poverty.¹ Life expectancy is low and nearly half of the population does not have sufficient food for a healthy life. Development in Liberia has been undermined by the history of unequal distribution of resources and opportunity among Liberia's varied communities and the dire civil war that destroyed much of the country's physical, economic and social infrastructure between 1989 and 2003. Recovery since 2003 has been uneven and the country exhibits many of the features of post-conflict fragility.

Located on the west coast of Africa, with a landmass of 38,000 square miles, Liberia is bounded by the Republics of Guinea to the Northeast, Sierra Leone to the Northwest, and Cote d'Ivoire to

¹ United Nations Development Report, Human Development Index (HDI), March 2013; Government of Liberia, Poverty Reduction Strategy, 2007.

the Southeast. The present population of Liberia is over 3.5 million, composed of 19 ethnic communities including the “Americo-Liberian” black freed men and women, former slaves from the Americas who settled in Liberia beginning in 1821. This former settler population constitutes about 5% of the present population. Since the landing of the first group of settlers in 1822, the political and economic hegemony of the Americo-Liberians community and the resistance of the indigenous population has been the defining character of Liberia’s history.

Tensions surrounding this hegemony came to a climax when Master Sergeant Samuel K. Doe overthrew the Tolbert Government in a military coup on April 12, 1980 and became the first indigenous Liberian president. Since then, the country has waxed and waned through cycles of violent conflict, elections, relative stability and back to violent conflict.

These conflicts burgeoned in 1989 leading to Liberia’s first civil war (1989-1996) followed by the election of Charles Taylor as president in 1997. The second civil war (1999-2000) escalated into the third most destructive war (2000-2003) and pitted anti-Taylor forces against the regime with extensive destabilizing impact on neighboring countries. One-third of the population of Liberia was displaced and another third became refugees in neighboring countries of Guinea, Sierra Leone, Ivory Coast and Ghana.

Clearly, the last two decades of the twentieth century were the most turbulent period in Liberia’s history. The Accra Comprehensive Peace Agreement was signed on August 30, 2003, bringing an end to the wars, the stationing of 14,000 United Nations Peace Keeping Mission troops (UNMIL) and the installation of the National Transitional Government of Liberia (NTGL). In 2005, national elections were held and the winner and current President, Madame Ellen Johnson Sirleaf, was installed in February as the first women President in Africa.

With the end of the civil war in 2003 and the elections of 2005, Liberia started on the long path to reconstruction. Infrastructure had been destroyed, the population was disbursed, the capital city, Monrovia, lay in ruins, and systems of government, including education, had collapsed. For example, by the end of the war in 2003, the three Rural Teacher Training Institutions had not trained any teachers for nearly twenty years and the institutes lay in ruins, as did most of the country’s schools.²

Since 2005, a number of education reforms aimed at restoring the educational infrastructure and reconstructing schools to accommodate the increasing population of school-age children have been championed by the government. The overarching goal of the education emergency response in 2005 was to get as many children, as quickly as possible, into school and deal with the quality of

² Under the first phase of the Liberia Teacher Training Program (LTTP), two Rural Teacher Training Institutes (RTTIs) at Zorzor and Kakata were reopened in 2006, followed by the RRTI at Webbo in 2010.

education issues in the future. As a result the number of students enrolled in schools has increased significantly. However, the issues of educational quality and efficiency at all levels of the system remain a major challenge.

Liberia is now divided into 15 administrative counties (regions) which are further divided into 106 districts. Within the counties, education is managed by County Education Offices (CEOs) which, in turn, work with the District Education Offices (DEOs).

The key challenges are articulated in the Education Sector Plan for Liberia (March 2010) are the following:

- Lack of coherent policies and appropriate education laws tailored to current and future directions of education
- Limited capacity at all levels of the system
- Weak structure and systems of educational governance and management and accountability
- Nonexistent or inaccurate education data for informed decision
- Inadequate status of school and teacher education professional development infrastructure
- excessive number of untrained and unqualified teachers (over 60% of the teaching workforce)
- High turnover in leadership
- Weak or inadequate linkages within the various levels of the system from national, county, district, school, and classroom levels

The Liberia Teacher Training Program Phase I

In response to the needs for the reconstruction of the education system in Liberia, the United States Agency for International Development (USAID) and the Ministry of Education (MOE) embarked on a joint development program. The program started in 2006 under the Liberia Teacher Training Program Phase I (LTTP Phase I), implemented by the Academy for Educational Development (AED) as prime grantee along with two sub-grantees - the Mississippi Consortium for International Development (MCID) and the International Rescue Committee (IRC). The program was planned for three years beginning from November 2006, and was then extended to May 31, 2010 to facilitate a smooth transition to the LTTP Phase II program.

The key objectives of LTTP Phase I were to:

- Support the Ministry of Education in developing a strategy and competency framework to reform the teacher education system

- Strengthen the overall teacher professional development system at the Teachers’ College, University of Liberia, as well as in the three national Rural Teacher Training Institutes through:
 - Staff upgrading
 - Curriculum reform
 - Materials development
 - Training of teachers in residential and field-based programs.
- Improve training facilities at the RTTIs.
- Strengthen school-level management and community support for education through support to the PTAs and school principals.

The Liberia Teacher Training Program Phase II

The LTTP Phase II (referred to as LTTP from this point on in this report) is a follow-on of LTTP Phase I. The program was implemented by Academy for Educational Development (AED), prior to Family Health International and AED forming FHI 360. The program is presently implemented by FHI 360 in partnership with Research Triangle Institute (RTI) International, to provide support at the central Ministry of Education and originally in nine counties (Montserrado, Lofa, Nimba, Grand Gedeh, Grand Kru, River Gee, Maryland, River Cess and Sinoe). In 2011/2012, due to changes in USAID policies, the number of counties was reduced to the five which USAID identifies as a “development corridor” (Montserrado, Bong, Margibi, Nimba, and Lofa), containing a majority of the Liberian population.

The overarching goal of LTTP is to enhance students’ learning in general and reading proficiency in particular, establish a functional teacher professional development system, and strengthen the capacity of MOE to manage such a system. The interventions target reforms in three areas:

1. Policies, systems and capacity development of the central MOE and at decentralized levels.
2. Teacher policies and pre-service and In-Service teacher education and professional development.
3. Curriculum standards, materials and testing for reading and mathematics skills in early grades 1-3.

Implementing Partners

LTTP is implemented in partnership with the Ministry of Education, with support and guidance from USAID/Liberia. As the prime contractor for EQUIP2, FHI 360, is the legal representative for the cooperative agreement and is responsible for project planning, financial management, and

reporting, with ultimate accountability for the success of LTTP. FHI 360 works in partnership with RTI International, which takes the lead for Result 3.1 focusing on reading and mathematics.

Part II: Major Accomplishments of Year III

The key results that LTTP is expected to achieve under the revised LTTP Results Framework are the following:

- Result 1: MOE, CEO, DEO and RTTI capacity strengthened to plan, manage and monitor educational services.
- Result 2: Improved teacher policy and procedures for teacher recruitment, training, deployment and career development.
- Result 3: Improved teacher training programs and reading/math delivery systems.

The three result areas constitute an integrated design of mutually reinforcing and necessary parts. Success in the activities in Result 1 and Result 2 (management and policy) are critical for the success of activities in Result 3. The activities and accomplishments of LTTP in Year III are reported below according to these three results areas.

Result 1: MOE, CEO, DEO and RTTI Capacity Strengthening to Plan, Manage, Monitor, and Improve Educational Services

Capacity is essential to program operationalization. Workshops and seminars with the Monrovia Consolidated School System (MCSS) led to capacity assessments that could be used in the counties. MCSS is, by law, meant to serve as the model for decentralization to the County Education Offices. There were education officers at the county but the new decentralized structure added personnel to carry out the operational responsibilities of the field offices. Parallel work on the information system was intended to support both the central policy work and the field operational strategic planning.

Sub-Result 1.1: Critical MOE Systems Strengthened to Guarantee Equitable Access to Quality Education Services

Liberia is made up of very diverse geographic and social-economic regions that have different histories and needs. Equitable access to quality education requires differential strategic planning as well as local strengthening of schools that have been devastated over the long period of political and social disarray, including many years of conflict that destroyed much of the education system.

Key achievements:

- ✓ The MOE organizational chart was reviewed, with the new MOE senior management team, the functional charts were refined, and the job descriptions were fine-tuned. By the end of Year III many MOE employees had all necessary paperwork to allow the issuing of Biometric cards to proceed.
- ✓ The work in the area of decentralization consisted of follow-up to activities developed in Year II by the Ministry of Education's Planning Department and LTTP to meet the sector's system strengthening needs. The project worked with 18 officials and 28 schools of the MCSS to trial materials for county development planning, management, monitoring and evaluation. The materials consisted of the Liberian Education Administrative Guides, a series of manuals on the law, policies, regulations, and monitoring and evaluation, capacity instruments to enable counties to carry out local capacity assessments, planning materials for county operational planning (including worksheets and examples), and important documents to provide historical and topical information for the new county officers.
- ✓ Facilitated training together with the MOE Planning Department in the initial steps of development planning with School Board Chairs and the five support officers working in each of the 15 County Education Offices. The training consisted of seminar presentations and discussions about decentralization, and actual practical experiences in using planning materials and information. Emphasis was on basic skills, understanding Excel, and interpretation of data.
- ✓ Facilitated a workshop in partnership with the MOE Planning Department on using educational data to develop projections, establish targets and undertake budgeting for 15 School Board Chairs and 75 support officers. In order to develop the county offices, the basic governing structure personnel were brought together to establish a collaborative team and connect these teams to others across the country. The training was activity focused, with calculations, computer applications and utilization, and actual county planning working through real data and discerning issues and ideas.
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- ✓ Facilitated a workshop in partnership with the MOE Planning Department on using educational data to develop projections, establish targets and undertake budgeting for 15 School Board Chairs and 75 support officers.

Sub-Result 1.2: Education Quality Monitoring and Instructional Supervision Strengthened at CEO, DEO, and School Levels

MOE cannot monitor and supervise all activities at county, district and school levels from Monrovia, in order to provide quality education to all Liberian citizens. The Education Reform Act of 2011 elaborates a decentralized structure that is at a formative stage of development.

Key achievements:

- ✓ Based on existing manuals on M&E, and new materials designed to provide actual experiences under guidance and mentorship, the CEO and DEO levels were involved in training. A cascade training model was used to train the CEOs and some DEOs and then encourage them, with assistance from MCSS experienced administrators, to support school management and leadership. This process was not completed during this year, and many of the CEO staff members are being replaced again. Even the MCSS was assigned new leadership. The education system decentralization has been delayed by legal difficulties and delays in the establishment of local government structures. Until some stability is available it will be difficult to set up the full range of activities necessary for monitoring and instructional supervision.
- ✓ Capacity building in planning and monitoring and evaluation: MCSS and county personnel participated in capacity assessment and were trained to use capacity instruments for planning. The first phase of M&E training was accomplished using field experiences and reviews, training, and then further field exercises. The MCSS personnel and those individuals who performed well in the exercises are intended to be mentors and support for the county offices, as they apply the capacity assessment and monitoring processes.

Sub-Result 1.3: Policy and Programmatic Decisions Based on Information Management System Data, Policy, Analysis, and Research

Liberia's history with regards to making data driven decisions was at its infancy at the start of this project. In order to accomplish the stated goal of data driven decision making several systems needed to be built and the capacity of the MOE staff developed. These systems are the Biometric ID Card System for teacher payroll and care, the Geographic Information System (GIS) for locating schools and logistics management, the Annual School Census (ASC) and a website for providing the collected information to all MOE stakeholders. Fundamental to the process data driven decision making is the collecting of accurate data, storage, processing, analysis and reporting. LTTP EMIS staff over the past year trained, coached and mentored MOE EMIS staff DEOs, CEOs, Principals and Registrars in the accurate collecting of data, processing and reporting. The next step in this process is to train the MOE staff in the analysis and use of the data.

Key achievements:

1. Biometric Cards

- ✓ *Biometric System:* Biometric system installed at 3rd Street MOE. Personal Action Notices developed for over 200 MOE employees and sent to CSA. ID cards to be printed and MOE moved onto the new Human Resources Management Information System (HRMIS) Biometric System. All eligible staff members (those that pass the CSA criteria³) receive an ID card and are enrolled on the biometric system. The ID card includes a chip that holds a picture, unique identification number, and “fingerprints” of the holder, therein providing a new level of security for personnel. The stand-alone device will be used by the employee to swipe in (using their fingerprint) and swipe out to mark the hours that each employee works each day (see figure 1). The electronic data of employee attendance can then be transferred seamlessly to CSA and the MOF Institutional Financial Management Information System (IFMIS), eliminating the need for the current paper process while reducing many other challenges associated with the MOE payroll.

³ Only personnel that meet the Civil Service Agency (the Human Resource arm of the Government of Liberia) Act of 1983 criteria would be eligible to move to the new biometric HRMIS system. The criteria are as follows: Passing the Civil Service Exam; Government issued ID; Official academic records; Appointment letter from Minister of Education; and payroll number.

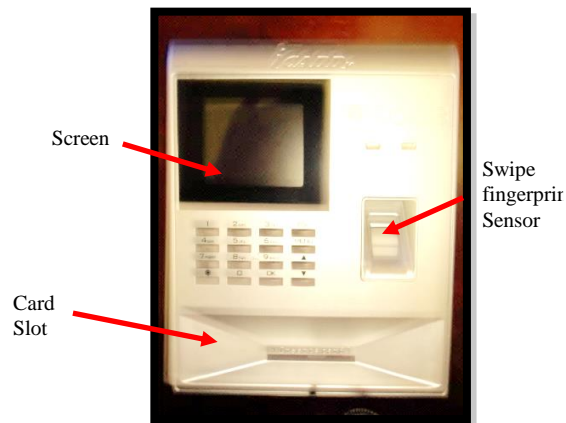


Figure 1. This stand-alone SOSB device will be used to track attendance for all teachers and MOE employees. The ID card is inserted into the card slot and the card data will appear on the screen automatically. Then the card owner swipes their finger on the finger print sensor and if data on the card matches the biometric card data from the fingerprint swipe, the card owner is then verified.

- ✓ *Human Resources Management Information System (HRMIS):* Assisted the MOE to develop HR systems and structures such as organizational chart, job descriptions, functional charts, and an employee appraisal system. This ensures that all staff members moving to the biometric system are tracked on the organizational structure of the MOE, roles and expectations of staff are outlined, and appraisal systems are in place for performance evaluation (based on job descriptions).

2. Geographic Information System (GIS) Mapping

- ✓ *Application developed for GIS mapping:* Tablets will be used to administer the data capture process. Using the open-source application Open Data Kit (ODK)⁴, a form is used to verify school location and collect school GIS data and photos. The data will be collected and submitted to an online server, even without an internet connection or mobile service at the time of collection.
- ✓ Pilot conducted with 5 schools in Monteserrado County and uploaded to EMIS website (<http://184.73.150.8/user/liberia/>)

⁴ More information about ODK data can be found at http://earth.google.com/outreach/tutorial_odk_gettingstarted.html

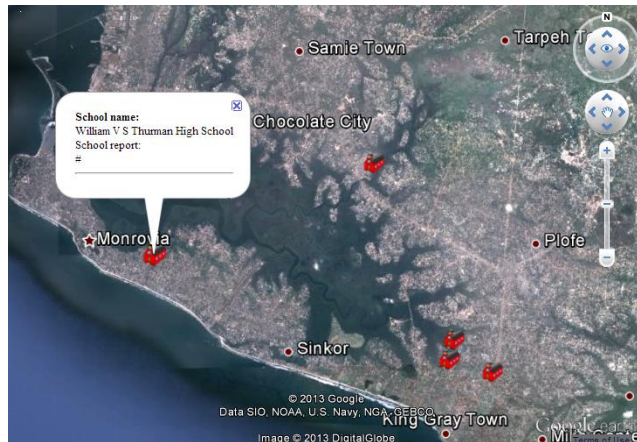


Figure 2. Pilot GIS coordinates of 5 schools in Monteserrado, Liberia. This mapping exercise presents to planners where schools are concentrated and resources are needed the most. A school's profile information can be viewed by clicking on the corresponding pin.

- ✓ Contracts developed and some personnel identified to conduct GIS mapping in Monteserrado County. In order to ensure there is no conflict of interest, data collection will be conducted by 10 external consultants.

3. Annual School Census

- ✓ Annual School Census (ACS) for 2013 was completed.
- ✓ *Number of schools in 2013 ASC:* 2849 schools returned questionnaires. 202 schools did not return questionnaires. Overall a 93.4% return rate:

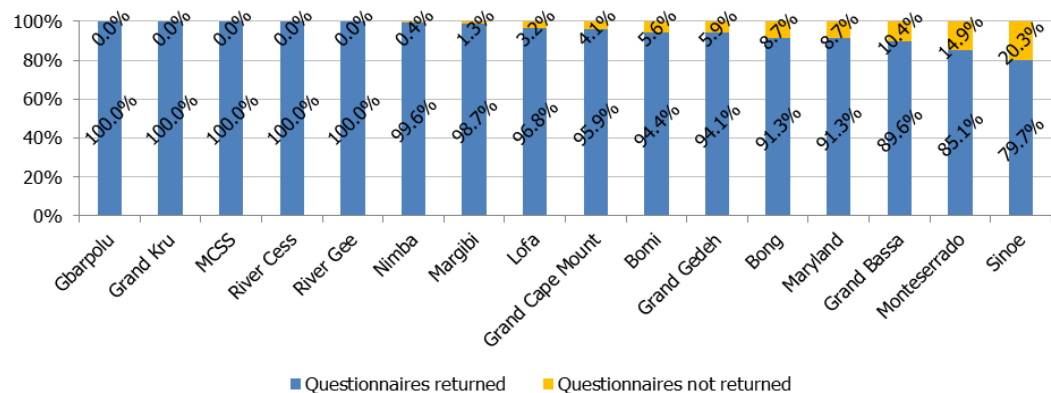


Figure 3. Percentages of schools returning Annual School Census questionnaires in 2013

- ✓ *All school data entered into GLOBAL ED ASSIST:* The Education Automated Statistical Information Systems Toolkit- an MS Access based user friendly tool that assists in monitoring and controlling the process of collecting data and processing data into the database.

- ✓ *Micro data cleaning:* The error checking module was developed for 2013 which identifies illogical errors and missing/invalid information from ASC questionnaires. Using this information data were cross checked with questionnaires and scrubbed at micro level so that, for example, total figures equal the sum of the parts.
- ✓ *Macro data cleaning:* Data are adjusted at a macro level to ensure that the dataset is clean and coherent e.g. for new entrants⁵ and repeaters⁶, figures were adjusted proportionately to ensure they did not exceed total enrollment.
- ✓ *Template for 2013 Annual School Census booklet (Education Statistics for the Republic of Liberia, National Statistical Booklet 2013) was developed*
- ✓ *Capacity building with MOE and development of 2013 ASC booklet:* All MOE EMIS team members were given basic formatting training for compilation of the ASC template in MS word. Using preliminary 2013 data, the team was also trained on developing tables and graphs in both MS Excel and MS Word. Using this training, the MOE team put into practice their new skills and developed the 2013 ASC booklet, with guidance of the LTTP EMIS team.
- ✓ 2013 ASC booklet completed, uploaded to web and sent to print.

4. Website

- ✓ EMIS website online and linked to MOE website
- ✓ All 2012 data verified (<http://184.73.150.8/user/liberia/>).
- ✓ 2013 data uploaded to website.

5. IT & Infrastructure Works

⁵ The new entrant's data scrubbing procedure is as follows: a) Adjust the no. of new entrants to ensure that they are not greater than the total students in grade 1. b) Allocate the total students in grade one to repeaters and new entrants according to the ratio of the two. c) Take the total entrants and allocate them to each age group according to the ratio of age to total grade one students d) Adjust the new entrant values for individual ages such that they are not greater than the total grade one students for that age.

⁶ The repeaters data scrubbing procedure is as follows: a) Adjust the repeaters to ensure that they are not greater than the total students in a given grade. b) Allocate the total students for each grade level to either repeaters or non-repeaters. c) Take the total repeaters and allocate them to each age group according to the ratio of age to the total grade level students. d) Adjust the repeater values for individual ages such that they are not greater than the total grade level students for that age.

- ✓ *MOE move from Broad Street and 19th Street to 3rd Street Sinkor:* The Biometric ID Card System, the Data Center that houses the EMIS and HRMIS systems, Local Area Network (LAN), VSAT and the 21st century environmentally friendly twenty four hours a day solar power back system, were disassembled by MOE staff with support from LTTP EMIS and Operations and transported to the new home of the MOE, in 3rd street. The systems were reinstalled and are all fully operational.
- ✓ *New Library:* MOE staff with support from LTTP EMIS designed and set-up the first MOE Liberia at the new MOE location that will be open to the public.
- ✓ *IT set-up of County Education Offices:* IT assessment conducted in three counties: Gbarpolu, Grand Cape Mount and Bomi.
- ✓ Plans developed for set-up of IT infrastructure in Monteserrado County office that will house the HRMIS and Biometric ID card system for the county.

Sub-Result 1.4: Improved Communication of Changes and Progress in Educational Development

Effectively communicating the many positive developments and activities in the education sector is essential. MOE needs to inform the country what it is doing and why it is doing it. This sub-result is concerned with assisting MOE to spread its news and publicizing USAID efforts to assist in this process. Beyond providing information, this sub-result encourages debate and reflection on education issues.

Key achievements:

1. MOE Capacity in Communication Developed

- ✓ Purchased two video cameras and two digital cameras for the Ministry of Education to increase the capacity of the Communications Department to take pictures, conduct interviews and record videos of events as they happen.
- ✓ Assisted the Minister of Education to write Forwards for the EMIS Statistical Book and new Reading/Math Curriculum Books.
- ✓ Provided technical assistance to implement the communication and publicity for multiple projects in the Ministry of Education: National Spelling Bee, National Reading Campaign, Website, and Radio Shows.

2. MOE Communication Strategy Implemented

- ✓ Provided technical and financial assistance for the production of MOE national outreach radio programs and periodic radio programs. Contracts for airing “Conversation with the Ministry” were renewed for a second year after receiving positive feedback about the program.
- ✓ Assisted in developing the strategy for the National Reading Campaign and supported the implementation of the publicity and awareness component. Because of internal changes in the Ministry of Education, the launch date for Reading Campaign was changed several times before agreeing on September 6, 2013.
- ✓ The website for the Ministry of Education was completed and plans are in progress to train their staff in content management and developing best practices to manage the process internally. The website can be viewed at www.MOE.gov.lr.
- ✓ Plans are being made to train staff on content management, provide guidance on best practices for internally managing the site and begin developing the intranet for the staff. The website is multi-lingual, contains a secure area for staff accessibility. The content is based on input from every department in the Ministry of Education.

3. Project Communication Activities Implemented:

- ✓ *Newsletter:* The newsletter focusing on EMIS is being printed and a new edition of the newsletter focusing on project successes this year is awaiting final approval from USAID.
- ✓ *Pictorials and Press Releases in Newspapers:* Publicity about program activities increased due to the utilization of newspapers as a communication channel. Full page pictorials about EMIS training, In-Service graduations and Pre-Service graduations at the RTTIs were published. In addition, publicity for the National Reading Campaign comprised of half page story/pictures for six days about the launch and subsequent activities of the campaign. The outcome was a positive reaction from the public towards the Ministry of Education’s efforts to train teachers and improve literacy in Liberia with the support of LTTP in these endeavors.

- ✓ *Brochures and Banners:* New branding materials were produced such as standing banners with messages of project achievements and banners that show the LTTP logo were displayed at special events such as graduations which capture the audience attention and provide information for the media to reference in their publications. Also, a new brochure was produced, but is currently pending arrival from the printer.
- ✓ *Success Stories:* Seven success stories were submitted this year to USAID. Refer to the section entitled LTTP Publications for the titles.
- ✓ *Internal Communication:* Improved the integration of the communications department in project components, which allowed the Communications Officer to properly plan and execute field visits to Grand Bassa, Margibi, River Gee, Nimba and Bong counties to document the activities of the program. Internal communication at LTTP improved, evidenced by components actively engaging the Communications Officer into their activities and program schedules. The result was more publicity for LTTP this year and an understanding of the role of the Communications Officer to support the project components.

Result 2: Improved Teacher Policies and Procedures for Teacher Recruitment, Training, Deployment, and Career Development

The Education Reform Act of 2011 outlined some structures and procedures but detailed policy documents are required to carry out many of the measures envisioned in the Act. Result 2 aims to assist MOE develop detailed and necessary standardized policies and procedures to support the improvement in education by establishing rules for the recruitment, training and deployment of teachers and further establishing a realistic and developmental career structure. These will encourage and reward good teacher effort. Currently teachers enter the payroll at a certain grade and never progress beyond that, while avenues to promotion remain ill-defined and subject to abuse. As a result, teachers are poorly motivated and seek alternative avenues to supplement their income, such as engagement in farming and trading activities.

In consultation with MOE, LTTP commissioned consultancy reports and discussion papers to address these complex issues. In addition, the Act envisages a system by which teacher certification and licensing is established and regulated, through the establishment of a Center of Excellence for Accreditation, Certification and Licensing. LTTP seeks to assist MOE to establish this center.

Sub-Result 2.1: Teacher Qualifications, Recruitment, Training, and Deployment Guidelines Developed and Used

This sub-result is designed to insure that policies are developed to govern the basic academic requirements for entry to the teaching profession, the rigor of the basic teaching qualification, and the placement of teachers in school, once they are trained.

Key achievements:

- ✓ LTTP has been instrumental in developing and refining, over several years, standards, policies and procedures which are being used by the Bureau of Teacher Education in the training of teacher educators, three times a year.
- ✓ The consultancy report on ‘Teacher Recruitment, Training, Deployment and Retention’ has been edited and distributed for MOE consideration and action. The change in Deputy Ministers and other current organizational changes mean that this has not yet been considered in detail; consideration of, and discussion on, this document will be fostered in Year IV.

Sub-Result 2.2: Teacher Career Structure, Growth, and Incentive Policy Established

This sub-result is designed to establish mechanisms to attract and retain good quality teachers so that reliance on unqualified teachers is substantially reduced. Teachers need to plan their careers in an established and transparent system that rewards hard work, ensures advancement and promotion for the most able and those who take on difficult responsibilities, such as leadership positions and working in difficult areas.

Key achievements:

- ✓ The consultancy report on the ‘Teacher Career Ladder’ has been edited and distributed for MOE consideration and action. The change in Deputy Ministers and current organizational changes mean that this has not yet been considered in detail; consideration of, and discussion on, this document will be fostered in Year IV.

Sub-Result 2.3: Efficient and Transparent Accreditation and Examination System Established

This sub-result addresses the need to guarantee certain minimum standards for the operation of schools and RTTIs, and the integrity of the RTTI examination system which leads to the certification, and, in the future, licensing, of teachers. These are critical issues in the provision of good quality education for the students of Liberia. LTTP has been instrumental in developing standards, policies and procedures for the RTTIs which are being used by the Bureau of Teacher Education.

Key achievements:

- ✓ LTTP worked with the Minister and Senior Policy Adviser on thinking around the establishment of the center and hope this will move forward in Year IV.

Result 3: Improved Teacher Training Programs and Reading/Math Delivery Systems

LTTP is designed to improve basic education which will lead to better educated Liberians. Improved or good quality basic education, defined as good teaching and successful student learning as stipulated by national policies, depends on many factors that come together in the school and classroom in the teaching/learning process. Well prepared teachers are one of the key factors, but teacher quality is critically dependent not just on good teacher preparation programs but also on an environment of capable management and enabling policies. This represents the basic design logic of LTTP – growing capacity of the education management system (Result 1) and a positive and enabling policy environment (Result 2) that provide the context for achievement in Result 3 which contains the actual teacher education and professional development activities.

The C-Certification Pre-Service and In-Service programs which the MOE and LTTP implement in partnership are built on the MOE's policies and priorities which emphasize learner-centered and active-learning approaches and relate to the MOE's teacher standards and the MOE's 2011 primary curriculum. It is increasingly recognized that reading is essential to all further learning and therefore the MOE and LTTP emphasize developing reading skills in the early grades. Mathematics is also recognized as one of the bases for developing young students' reasoning skills and therefore is another essential element of LTTP Result 3. In addition, as a country still fragile as it emerges from years of conflict, LTTP Pre-Service and In-Service programs contain important elements of conflict-sensitive approaches in the certification programs for teachers.

The Year III activities in Result 3 to strengthen teacher training programs with an emphasis on reading and math are presented below.

Sub-Result 3.1: A National Standards-Based Model for Early Grade Reading and Math (Grade 1 - Grade 3) Developed, Negotiated, Validated, and Implemented

Strengthening of reading and mathematics learning in primary school, particularly in the early grades, is essential for all further student learning and for the development of critical thinking abilities. LTTP therefore emphasizes the development of strengthened early grade reading and math programs in Liberian schools, particularly in grades 1-3. Activities in this program, Reading First + Math, in Year III largely took place as planned. Some delays were experienced in supplying and distributing math materials to schools, mainly due to the poor state of roads towards the end of the 2012 rainy season. These difficulties were mostly overcome through the efforts of Coaches, Reading and Math Specialists, Satellite Office Managers and District Education Officers.

Key achievements:

- ✓ Developed mathematics materials for teachers and students for grades 2 and 3.
- ✓ Trained 2,925 teachers and principals in the Early Grade Math intervention.
- ✓ Observed 222 LTTP-trained reading and math teachers.
- ✓ Distributed 219,266⁷ reading and math materials and student books to schools in November 2012.
- ✓ Organized and co-hosted the 1st National Reading Campaign consortium meeting on December 18, 2012⁸.
- ✓ Supported the international conference on Early Childhood Education.
- ✓ Concluded arrangements for support to train teachers of Concern Worldwide-Liberia.
- ✓ Developed new materials for RTTI trainers.
- ✓ Trained In-Service C-Certificate participants⁹.

⁷ Math materials distributed was for grade-1.

⁸ Term of Reference (TOR) for the consortium was discussed and agreed upon with membership group established.

⁹ Early Grade Reading and Math Intervention training provided to cohort-5 In-Service Trainees.

- ✓ Organized and completed EGR/M Mid-Term assessment of 3,000¹⁰ students.
- ✓ Identified and physically verified Cohort 2 schools with the help of EMIS data (currently 46 and 81 schools in Montserrado and Bong Counties have been verified while Lofa and Nimba County schools are still being verified).
- ✓ Commenced training of teachers and school administrators for Cohort 2 schools.
- ✓ Conducted eight days of training for 800 Cohort 1 RSTs (Reading Support Teachers) to serve as Reading + Math Support Teachers for Cohort 2 teachers.
- ✓ Provided \$10,000 for publicity, prizes and medals for the National Spelling Bee Finals that took place on June 1, 2013. Designed the logo, t-shirts, invitations, newspapers ads and programs for the event.
- ✓ Made a presentation about the National Reading Campaign at the Education NGO Forum, a monthly meeting attended by members of Education NGOs.
- ✓ The National Reading Campaign work plan developed only addressed the launch of the campaign and the activities for National Reading Week. The Ministry will schedule a meeting to discuss the way forward to execute the campaign in all of the counties; LTTP will assist in the development of the work plan and provide guidance.
- ✓ The National Reading Campaign was launched on September 6, 2013. The program was attended by special guests H.E. Madame Ellen Johnson-Sirleaf, President of the Republic of Liberia, and Hon. Deborah R. Malac, the U.S. Ambassador, both of whom who addressed the audience of 800 students, Ministry of Education officials, teachers, school administrators, USAID representatives, NGO staff and media. After the program 500+ books for grades level 1- 6 were given to students. In addition, the renovated reading room was dedicated by the US Ambassador at the school where at least 1,000 age-appropriate, culturally relevant donated books will be placed.
- ✓ H.E. Madame Ellen Johnson-Sirleaf, President of the Republic of Liberia, signed into effect the proclamation of National Reading Week, which was drafted by LTTP.

¹⁰ Assessment was completed in June 2013 and results from the assessment are being analyzed by RTI International.

- ✓ Over 3,000 books were donated to elementary schools in three markets in a period of three days, ensuring children of market women have access to books and will be encouraged to read. The donated books were a mixture of books obtained earlier this year from WE-CARE, Brother's Brother Foundation and Books for Africa.
- ✓ Two reading rooms were completed in Gray D. Allison School and Kingsville Public School. Each reading room renovation included new bookshelves and display cases, windows, steel bars, and flooring in addition to books. The reading room at Kingsville Public School was dedicated to the school by the USAID Mission Director.
- ✓ Two NGOs received support this year: LIBTRALO and WE-CARE Foundation. LIBTRALO received equipment to help them develop reading materials in local languages and to train teachers in mother-tongue literacy. WE-CARE Foundation is using mini-projectors as a story telling method. To support them, we purchased the projectors and associated equipment which will be distributed to several schools and integrated into the Reading Campaign activities.



Program Sustainability:

A strategy for sustainability of the Reading + Math program in public schools is well in place. A total of 655 teachers and 572 principals were selected from grades 1-3 of reading and math teachers in LTTP Cohort 1 schools who will provide instructional support to other reading and math teachers and students for the sustainability of the program in their schools. These teachers were trained in the five components of reading instruction – phonemic awareness, phonics, vocabulary, fluency and comprehension.

Out of the 655 teachers trained, 133 were female, and out of the 572 principals trained, 47 were female.

During the training, the Reading + Math Program Coordinator travelled to Tappita to provide technical support to the coaches facilitating the training. This is important because some of the

RSTs were struggling with some basic skills and knowledge of how to use the materials provided by LTTP.

Results:

The mid-term assessment covered a sample of 3,000 students in public schools of all 15 counties of Liberia. Twenty Assessors were hired including four Assessors and two Quality Assurance Officers from the Ministry of Education. Eight teams of three, along with a Quality Assurance Officer from LTTP M&E, formed part of the assessment that lasted from May 20 to June 14, 2013.



The Early Grade Reading intervention continued in 804 lower elementary programs in 792¹¹ Reading First Schools; a total of about 66,038 students from grades 1 – 3 benefited from the program including 48% girls.

Enrollment statistics of students in Cohort 1 schools by county are detailed in Table 1 below:

County	G1 Male	G1 Female	G1 Total	G2 Male	G2 Female	G2 Total	G3 Male	G3 Female	G3 Total	Total Male	Total Female
Bomi	131	94	225	75	63	138	91	50	141	297	207
Bong	2297	1828	4125	1792	1282	3074	1724	1305	3029	5813	4415
Gbarpolu	190	158	348	145	107	252	116	86	202	451	351
Lofa	2286	2085	4371	1820	1677	3497	1730	1574	3304	5836	5336
Margibi	768	719	1487	651	580	1231	638	632	1270	2057	1931
Montserrado	2795	3251	6046	2672	3157	5829	2805	2880	5685	8272	9288
Nimba	4032	3461	7493	3295	2802	6097	3258	2751	6009	10585	9014
River Gee	462	357	819	413	291	704	369	293	662	1244	941
Total	12961	11953	24914	10863	9959	20822	10731	9571	20302	34555	31483

Figure 4: Year II Enrollment by County

Sub-Result 3.2: In-Service Teacher Education Program Strengthened with Emphasis on Reading and Math

The program of In-Service teacher education that is run by the MOE in partnership with LTTP is a certification program through which selected practicing teachers earn a C-Certificate, a qualification equivalent to the Pre-Service teacher education program at the RTTIs that certifies

¹¹ Some schools operate in morning and afternoon sessions with each of these sessions counted as a separate program.

new teachers. The In-Service program includes approximately five weeks of residential training in the first summer, monthly “cluster” meetings between LTTP staff and the participating teachers during the school year, and three weeks of follow-up residential training in the second summer. Summer residential programs are held at Zorzor and Kakata RTTIs and with typically just under 250 participant teachers at each RTTI. The training is carried out by LTTP trainers. An important part of the program is the participation of MOE co-trainers who work with LTTP trainers. This is an essential step towards the sustainability of the program.

The In-Service C-Cert curriculum and materials reflect the Pre-Service curriculum, tailored to the timing and structure of the In-Service program. The course emphasizes the MOE’s policies and priorities in student-centered and active learning, with a new emphasis on reading and math.

In-Service usually consists of (or includes) a Teacher Continuous Professional Development program (CPD) that gives support to all teachers at the school and/or school-cluster level. The MOE is in the process of developing such a program in partnership with LTTP. This will be an essential element in consolidating the skills that teachers learn in the very brief C-Certificate programs and it is also an essential way of bringing professional development to all teachers whether certified or not. This is an important element of equity. Initial discussions on a Teacher Continuous Professional Development program led by the MOE have taken place with LTTP and NGOs. Further work will need to be done to establish common understandings and approaches before anything can be developed and piloted. This will be further designed and piloted during the coming year.

Key achievements:

- ✓ Facilitated cluster meetings with 515 Cohort 5 C-Certificate trainees, initially monthly and later twice monthly. Provided monthly support and mentoring to C-Certificate trainees in their schools.
- ✓ Provided self-study materials to trainees, particularly to upgrade their own reading and math skills.
- ✓ Planned and conducted the C-Certificate graduation ceremony for Cohort 5 In-Service trainees on July 6, 2013, at the Cuttington University Auditorium in Suacoco, Bong County. The occasion was attended by the US Ambassador to Liberia and Ministry of Education officials. The 473 graduates were in uniform T-shirts, provided by the LTTP. They included 73 females who were awarded the C-Certificate.
- ✓ Completed 10 days of Training of Trainers sessions at the Kakata RTTI, for 21 school principals of whom 6 were females. The principals, selected by the MOE, will serve as a

pool of In-Service trainers, after the phase-out of the current LTTP program in 2015. A total of 29 C-Certificate training sessions, and also two micro-teaching sessions were held. A post-training evaluation of the MOE trainees was also administered.

- ✓ The In-Service and MOE team completed the Cohort 6 First Residential Training at the RTTIs, from the August 11 to September 14, 2013. The total number of trainees was 465 (229 at ZRTTI, and 236 at the KRTTI). Total number of females in the program was 93(48 at KRTTI, and 45 at ZRTTI).
- ✓ The team completed 64 C-Certificate Trainings Sessions, 23 Reading Training Sessions, and 17 Math Training Sessions. The In-Service team also issued four Session Assignments to trainees. These were collected and scored before the end of the summer program. Bi-weekly Tutorial classes were also done for all trainees at both sites, in the evening hours, in Math & English Language. All Training Sessions were facilitated by both the In-Service and 21 MOE trainers. Dr. Elizabeth Leu, and Madam Phoebe McKinney from Washington visited both of the training sites at Zorzor RTTI and Kakata RTTI. They observed the training sessions, and also offered useful tips and advice during their stay.
- ✓ Worked with MOE and NGOs on initial discussions about the development of a standard Teacher Continuous Professional Development program.

2013 In-Service Graduates - Summary By County			
County	Total	Female	Male
Bong	161	15	146
Grand Bassa	36	5	31
Lofa	45	7	38
Margibi	50	9	41
Montserrado	64	15	49
Nimba	117	23	94
Total	473	74	399

Figure 5: In-Service Cohort 5 Graduates

Sub-Result 3.3: Pre-Service Teacher Preparation Program Strengthened with Emphasis on Reading and Math

Pre-Service teacher education plays an essential and critical role in an education system. It prepares new teachers and, ideally, plays a strong role in the upgrading of “untrained” teachers (such as those in the In-Service C-Certificate program). A typical role of teacher education institutions (RTTIs in Liberia) and teacher educators (academic staff of RTTIs) is also to connect closely with nearby schools, model good teaching and learning practice, generate new ideas in the education system through research, and be involved in curriculum and materials development for primary education. In Liberia pre-service teacher education plays the role of preparing new teachers through the nine-month residential C-Certification program at the three RTTIs, but the additional roles have not yet been fulfilled.

LTTP has played a strong role in developing the curriculum and materials for the Pre-Service teacher education program, supporting professional development of teacher educators, and providing substantial support to the running of the RTTIs, re-building both the physical infrastructure of the RTTIs since the end of the civil war and building the program from scratch. Since then many challenges have been faced, mainly concerning inadequate support for the RTTIs, inadequate management practices, and insufficient professional development for teacher educators. This is a prime example of the inter-relatedness of LTTP activities and results - Result 3 of LTTP, which prepares teachers, depends for success on capacity building in system management represented in Result 1.

Key achievements:

- ✓ Began the transitioning of greater responsibility and accountability¹² to the Ministry of Education.
- ✓ Supported the ministry to organize the academic year activities into quarterly sections, prepared the training and revision workshops agendas, materials and procurement plan.
- ✓ Eliminated non-sustainable activities.
- ✓ Supported the review of trainees’ registration documents at Kakata and Zorzor RTTIs to determine compliance with regulations¹³.

¹² Activities comprising instructor and institutional development at the RTTI and related leadership within the ministry.

¹³ Webbo RTTI will be assessed in January of program year four.

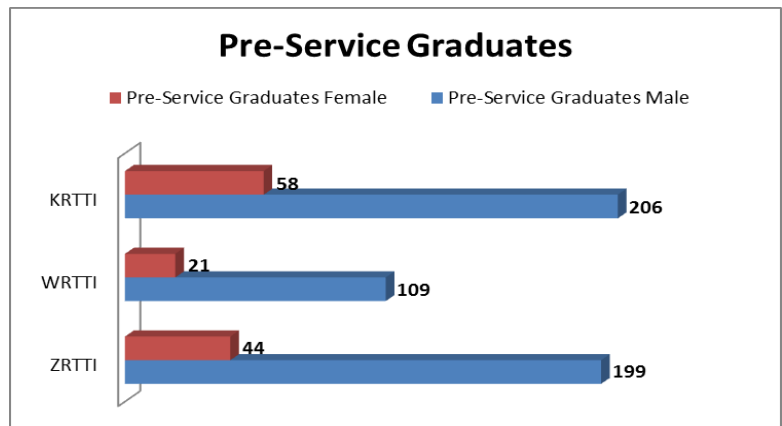
- ✓ Organized an MOE three-day review of RTTI organogram and mentored demonstration and catchment school teachers in observation, monitoring and supervision skills.
- ✓ Reviewed RTTIs portfolio system.
- ✓ Completed a write-up of the Reading Grades 4 - 6 Baseline Survey.
- ✓ Conducted teacher and materials verification visits to schools.
- ✓ Organized and distributed 3,909 assorted teaching and learning materials received from Brother's Brother Foundation to universities, RTTIs and schools.
- ✓ Undertook, with the assistance of IFESH¹⁴, a study on the effectiveness of teachers who have qualified with a C-Certificate, but more work is needed before it can be finalized.
- ✓ Provided technical assistance to the Bureau of Teacher Education to conduct portfolio development workshop at Zorzor RTTI and Webbo RTTI.
- ✓ Supported and witnessed the graduation exercises of 638 successful C-Certificate candidates at the various RTTIs.
- ✓ Total of 700 T-Shirts with 450 program sheets and 373 C-Certificates (laminated) were printed for the graduations.
- ✓ Provided technical support to the Bureau of Teacher Education for the recruitment of Cohort 6 Pre-Service C-Certificate program trainees for the various RTTIs.
- ✓ Conducted training¹⁵ for nine newly hired teacher educators by the RTTIs in Modular Delivery System, orientated them to the Pre-service C-Certificate framework, clinical field experiences of classroom observation and practicum as well as portfolio development.
- ✓ Provided technical assistance to the MOE/RTTIs during marking, scoring and data entry of the examinations for selected candidates of Cohort 6.
- ✓ Started teacher educators' Continue Professional Development with focus on coaching trainers in teaching Mathematics, Language Arts, Reading, and Writing Across the curriculum.

¹⁴ Two IFESH Volunteers were hired to conduct a Teacher Effectiveness Study, but one fell ill and could not continue the survey, and was flown to the United States.

¹⁵ These sessions were facilitated by MOE with technical support from LTTP Pre-Service Team.

Results:

Figure 6 shows a disaggregation of a total of 637 successful Cohort 5 In-Service C-Certificate graduates from the various RTTIs.



Sub-Result 3.4: Strengthened National University Delivery System to Provide High Quality Courses in Teacher Education, Including Reading and Math

Universities in Liberia prepare many of the staff who hold important positions in the education system, including teacher educators at the RTTIs. Main strategies to build the capacity and quality of the schools of education at the universities include strengthening master's degree programs, support for female students, and the further education – master's degrees and doctoral degrees – at universities out of the country.

Key achievements:

- ✓ Support for 95 female students at University of Liberia and Tubman University was provided throughout the year, through scholarships and monthly meetings.
- ✓ Regular contact and assistance was given to the 23 scholars abroad, including support for research field work conducted in Liberia.
- ✓ New master's courses at the University of Liberia and Cuttington University are being implemented, but their impact has not yet been assessed.
- ✓ Provided ICT equipment to University of Liberia, Cuttington University and Tubman University.
- ✓ Provided level-appropriate books to the universities.

- ✓ Initiated consultations with MOE, RTTIs and universities to facilitate the reintegration of the scholars studying abroad, on completion of their degrees.

Part III: Planned Activities Not Undertaken in Year III – Challenges and Opportunities

Result 1: MOE, CEO, DEO and RTTI Capacity Strengthening to Plan, Manage, Monitor, and Improve Educational Services

Sub-Result 1.2:

- CEO and DEO training in strategic planning, management and instructional leadership were hindered by continuing uncertainty surrounding the status of these officers. Current post holders and new candidates were eventually interviewed by MOE senior management in August 2013. Despite this, CEOs and DEOs were trained in matters relating to EMIS and the Annual School Census.
- Training for Chairs of School Boards and the five support offices at each County Education Office suffered delays. However, two rounds of training on gathering educational data for decision making and using the data were completed by the end of the year.

Sub-Result 1.3:

- The introduction of the national teacher biometric identity card system has been considerably delayed for a variety of reasons.
 - First, a further round of consultations took place to ensure that MOF and CSA were satisfied that the MOE system would be compatible with proposed government-wide systems and concerns that MOE should not move too far ahead of other ministries.
 - Second, MOE and LTTP effort was diverted to readying the Third Street building and moving the MOE to it.
 - Third, as result of changes in key leadership at Deputy Minister and Assistant Minister levels, extensive briefing and consultation was necessary before the organizational chart and job descriptions could be finalized, post-holders and vacancies identified, and credentials and letters of appointment verified and issued, prior to the distribution of biometric cards. This process has not been completed by the time of writing and it is essential that MOE has its house fully in order before

the roll-out to counties and schools commences. This activity will now take place mainly in Year IV.

- The roll-out of the MOE ICT system to the county offices has similarly been delayed, due to the factors detailed above.

Sub-Result 1.4:

- The development and implementation of the MOE Communication Strategy has faced serious challenges. Planned publications have not been produced and training has largely not taken place. More vigorous leadership from MOE is needed in this regard. The main area of success has been in the production of radio programs that have informed the nation of, and stimulated discussion on, the activities of MOE.
- There have been challenges in procurement processes which have led to delays. Frequent and consistent follow-up with the LTTP procurement office and vendors are necessary. Some items have been received and completed while others are still in process.
- There have been unclear expectations about technical assistance provided to the MOE Communications Director. To address this, there is now increased input and involvement of the Communication Director in planning stages. However, an improved working relationship is still a work in progress. LTTP and MOE need to agree on the role of the Communications Officer as it relates to supporting the MOE Communications Director and supporting the communications of the Ministry to avoid confusion and resistance to our support.
- The Ministry requires constant guidance and follow up for project planning. There have been instances when multiple trainings are scheduled on the same day in different locations, so one of the activities does not have the coverage it deserves.
- The communication gaps are being closed after meetings with the Assistant Ministers and their staff. LTTP sometimes is not involved at the planning phase when financial assistance is required, leading to last minute emergencies and delays.

Result 2: Improved Teacher Policies and Procedures for Teacher Recruitment, Training, Deployment, and Career Development

Sub-Results 2.1 and 2.2:

- The consultancy reports on ‘Teacher Recruitment, Training, Deployment and Retention’ and the ‘Teacher Career Ladder’, together with a number of papers on Accreditation and Management, have not yet been fully considered by MOE leadership.

Sub-Result 2.3:

- MOE efforts to secure funding for the Center for Accreditation, Certification and Licensing were unsuccessful in the financial year 2012 -2013. MOE and LTTP have continued to discuss the establishment of this center but little can be accomplished without adequate GOL funding.
- The changes in Ministry leadership, the difficulties and delays surrounding the move to Third Street, and the need to develop and deliver on 90 day plans, have resulted in MOE becoming largely reactive rather than proactive. It is hoped that a period of consolidation and stability will enable MOE leadership to draw breath and begin to focus on these issues in Year IV.

Result 3: Improved Teacher Training Programs and Reading and Math Delivery Systems

Sub-result 3.1:

- Activities for Reading and Math took place largely as planned. Some delays were experienced in supplying and distributing math materials to schools, due to the poor state of roads towards the end of the 2012 rainy season. These difficulties were overcome through the efforts of Coaches, Reading and Math Specialists, Satellite Office Managers and District Education Officers.
- The facilitation of the program at the school level was hindered by the following factors: less than perfect adherence of schools to the academic calendar; disruptions caused by the need for teachers to receive pay and open bank accounts; retrenchment of some teachers; teacher transfers; school closures; and the remoteness of some schools.
- Significant progress was made with the MOE in setting standards and validating the curriculum for Reading and Math. This will greatly benefit the Cohort 2 schools.

Sub-Result 3.2:

- Activities for the In-Service C-Certificate participants progressed as planned in the first part of Year III. However, the disruption of the RTTI academic calendar, as a result of strikes and slow-downs, caused an adjustment of the In-Service program when it became clear that the RTTIs would not be available as venues to host the final three-week residential course. Additional cluster meetings and activities were held in order to meet the course requirements. The In-Service staff demonstrated flexibility and dedication in rising to the challenge of difficult and changing circumstances.
- The MOE had difficulties in finding MOE trainers who could co-facilitate, and subsequently take over, the In-Service C-certificate program. The former Assistant Minister for Teacher Education finalized a list of nominees only towards the end of the Cohort Five program, and this has been revised by the present Assistant Minister.
- The number of untrained women teachers who applied for entry to the In-Service C-Certificate program was low. If MOE is to continue with the In-Service C-Certificate ways need to be found to encourage the greater participation of women.
- There are still some doubts about the suitability of some of the MOE trainers but training of them had to commence ahead of the Cohort 6 program, which is being more strongly led and financed by LTTP than was anticipated.
- Initial discussions on a Teacher Continuous Professional Development program, led by MOE, have taken place with LTTP and NGOs. Further work will need to be done to establish common understandings and approaches before anything can be developed and piloted.

Sub-Result 3.3:

- Following the successful launching of the 2012-2013 academic programs at the RTTIs, at the end of Year II, serious issues began to emerge. Payment disputes, lack of salaries, shortages of food and fuel, concerns about progress with the roadmap to semi-autonomy, lack of robustness of systems, strikes and go-slows, and doubts about whether RTTI graduates were being employed as government teachers; culminated in a letter in March 2013 from the Mission Director to the Minister of Education, in which conditions for continuing USAID support were outlined.

- This situation led to a review of the academic calendar, with RTTI directors and MOE, and a revision of LTTP activities in the light of the changing circumstances. Some activities, such as the purchase and administration of diagnostic reading and math tests, were viewed to be non-sustainable and others, such as the production of videos of teaching, were deemed to be not essential, given time constraints imposed by the revised academic calendar. With the agreement of USAID, LTTP scaled back activities in the area of Pre-Service work.
- Support for Girls' Clubs and for additional tutoring of female students at RTTIs was scaled back due to the number of teaching days lost and the extended teaching day to make up for lost classroom time.
- A study on the effectiveness of teachers who have qualified with a C-certificate was undertaken but more work is needed before it can be finalized.
- A study to verify if C-certificate graduates are being employed in government schools revealed that most are employed and receiving salary, although there can be a considerable delay in this process.
- A study to verify if C-Certificate graduates are being employed in government schools revealed that most are employed and receiving salary, although there can be a considerable delays in this process.

Sub-Result 3.4:

- Activities in relation to the support of female students at universities and the support of graduates studying abroad went ahead as planned. The new master's courses at the universities are being implemented but their impact has not yet been assessed.
- Challenges faced by the RTTIs during the year meant that they had no time available and little interest in engaging with universities in capacity building exercises.
- The establishment of a digital library to support e-learning at universities did not take place due to the lack of use of, and problems in accounting for, previous ICT resources, and the identification of more pressing needs, such as better printing capabilities.

Part IV: Proposed Activities for Year IV

The shape of the Year IV Plan will be determined after consultations with USAID and the MOE.

Part V: LTTP Performance Indicators and Progress

LTTP contributes to two of the three goals of the USAID strategy: *Goal 1: Improving Reading Skills for Liberian children by 2015*, and *Goal 3: Increased equitable access for Liberian children by 2015*. There are two objectives, *Institutional capacity strengthened to provide educational services* and *Improved teacher effectiveness in the classroom, especially in reading and math*. LTTP has three results.

Result 1: MOE, CEO, DEO and RTTI capacity strengthened to plan, manage and monitor and improve educational services

Result 1 and its four sub-results focus on strengthening MOE systems, i.e., its planning, management and monitoring, especially at county level; the collection, processing, analysis and reporting of education data at all levels to help inform decisions, and the communication of changes and progress. LTTP has a number of indicators to measure these changes as detailed below.

- a) **Number of administrators and officials trained:** The LOP target for this indicator is 1,445 (Male – 1,156, Female – 289). In Year III, it was planned to train 310 (Male – 255, Female – 55). A total of 765, only 66 females, have received training, which is over twice the planned target. This group includes administrators and officials trained (DEOs, MoE, Principals, PTAs, RTTIs faculties, administrators).
- b) **Number of Institutions with improved Management Information System, as a result of USG assistance:** LTTP has helped four offices in the MOE (Headquarters and three RTTIs) and the fifteen county offices to improve their management information system. However, this is a work in progress and further improvements are anticipated.
- c) **Number of people trained in Planning, Monitoring and Evaluation:** Year III targeted a total of 160 (Male – 136, Female – 24) staff in the MOE and counties to be trained in planning, monitoring and evaluation. Out of this, LTTP reached 97 (Male – 84, Female – 13), or 71% of the target. The bulk of the training was the county training that was done in April and September for the same cohort of county staff members. These trainings provided skills in planning and monitoring educational development in the counties.

- d) **Number of principals and registrars trained in the use of data collection tools and information system:** A total of 1,004 (Male - 834, Female – 170) have been trained. There was not a target in Year III to compare this achievement with. However, this is a step forward towards strengthening EMIS
- e) **Number of policies and/or guidelines applied in planning, implementing and monitoring teacher recruitment, training, deployment and career development:** A number of consultancy reports and discussion papers have been prepared but they have yet to be fully discussed and acted upon by MOE.
- f) **Number of Radio Programs To Communicate Educational Progress:** It was originally planned to air six radio programs and a hundred radio programs were broadcasted. This shows the planning was not been realistic and that there was a need for a substantial level of radio communications.

Conclusions:

- Year III has seen substantial progress in capacity building at county level and in EMIS. It is important that that these investments are consolidated by improving the working environment of the trainees, as well as strengthening the school record system, which is critical to sustaining the progress made in EMIS.
- A short focused assessment of the impact of the various capacity building initiatives would be appropriate in Year IV.
- It is import to extend the capacity building activities to the newly appointed CEOs and DEOs.

Result 2: Improved teacher policies and procedures for teacher recruitment, training, deployment and career development

The progress in Result 2 has been slow in Year III. The appointment of new Deputy Ministers and, later in the year, Assistant Ministers meant that efforts in this area were put on hold as new people familiarized themselves with their duties. An added complication was the move of the two ministry sites to one building in Sinkor. There has been little time to consider new policy. The establishment of the Center of Excellence for Accreditation, Certification and Licensing has suffered from a lack of funding and again little progress has been made.

Two consultancy reports have been edited and other discussion papers have been prepared and it is hoped that now people are familiar with their jobs and the move has been completed, serious consideration will be given to them in Year IV.

Conclusions:

- Progress in this result area is disappointing due to a variety of factors beyond the control of LTTP.
- LTTP must develop new strategies in Year IV to jump-start policy development and implementation with the new MOE senior management team.

Result 3: Improved teacher training programs and reading/math delivery systems

Result 3 and its four sub-results focus on strengthening teacher training and program quality; the areas of focus are Reading and Math, In-Service training, Pre-Service training and Higher Education. LTTP has a number of indicators to measure these changes as detailed below.

Reading

Mid-term assessment of the impact of early grade reading and math interventions, conducted by RTI International, showed that LTTP's Read First+ schools made more substantial improvements than non-intervention schools. However, according to the assessment, grade 3 students have not made much gain. The report goes on to indicate that given that implementation of both the reading and math programs was compromised by difficulties in getting materials to schools and ensuring regular support visits for teachers, these midterm results bode well for what can be expected from continued and improved implementation by LTTP.

- a) Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings:** It was planned to enrol a total of 133,200 children (Male – 73,260, Female – 59,940) in Year III. The actual, 66,038 (Male - 34555, Female – 31483), is only half of the target as the Cohort 2 schools and students had not been finalized by the end of Year III.
- b) Number of textbooks and other teaching and learning materials provided with USG assistance:** It was planned to distribute 10,695 textbooks and other books in Year III but LTTP was able to distribute 242,766. The larger than planned number is due to the fact that additional books were sourced through the Brother's Brother Foundation and Books for Africa.
- c) Percentage of Teachers who attained effectiveness as observed in the classroom:** About half of the teachers were judged to be effective in their teaching, which is way below the planned 85%. This may require strengthening through training and monitoring of teachers.

Two other process indicators registered that 94% of the teachers were observed using the reading kits while only 41.7% followed the schedule of intervention that they were provided with by LTTP.

Conclusions:

- Teacher effectiveness is low and it has been found that less than half of them followed the schedule of interventions with sufficient rigor.
- Strong classroom monitoring and improved instructional leadership are needed in Year IV to ensure that standards and guidelines for the reading intervention are followed.

In-Service

The In-Service program was re-instated in Year III after it was abruptly interrupted for a year. This important program, which caters to the substantial number of untrained teachers around the country, contributes its share of capacity building.

- a) **Number of teachers/educators/teaching assistants who successfully completed In-Service training or received intensive coaching or mentoring:** A total of 3,502 were planned to be trained in Year III through the in-service teacher training program and other in-service activities. Nearly double the planned targets, 6,699, were trained, with a little over a thousand women.
- b) **Number of Parent-Teacher Associations or similar school governance structures supported:** The In-Service program and Reading and Math program both build the capacity of PTAs. It has reached 804 PTAs planned in Year III.

Conclusions:

- At this stage of the project leadership and training functions of the In-Service C-Certificate course must be planned to be transferred to MOE, if it is to survive beyond the life of the project.
- LTTP needs to focus on developing and piloting models of Continuing Professional Development that could benefit all teachers in the future, beyond the present need to certify unqualified teachers.

Pre-service

The Pre-Service program supports the RTTIs to address the needs of new teacher recruits and training through the C-Certificate program, which qualifies the teachers to teach in elementary schools. It promotes common systems, standards and policy development at MOE and RTTI levels, and seeks to enhance the C-Certificate, with particular emphasis on reading and math.

- a) **Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support:** It was planned to train 700 (Male – 581, Female – 119) and achieved 637 (Male – 514, Female – 123), which is 91%.

Conclusions:

- Excellent progress has been made in transferring leadership of Pre-Service work and training events to the Bureau of Teacher Education and RTTIs. This must be consolidated in Year IV.

Higher Education

The Higher Education Program supports the development of future education leaders for MOE, Universities and RTTIs, the attendance and completion of female students undertaking B.Ed. courses at the University of Liberia and Cuttington University, and the strengthening of Master's course in education at the universities.

- a) **Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education program:** Seven Tertiary institutions Faculty or teaching staff are currently covered under this indicator, with 23 candidates pursuing graduate degrees at Masters and Ph.D. levels.
- b) **Number of educators receiving USG-funded scholarships to attend higher education institutions:** 120 women have benefited from the scholarship program.
- c) **Number of individuals from underserved and or disadvantaged groups accessing tertiary education programs:** A total of 95 accessed tertiary education programs in Year III out of a planned 204.
- d) **Percent of graduates from USG-supported tertiary education programs reporting themselves as employed:** 30% of these graduates indicated that they have been employed.

Conclusions:

- MOE and LTTP must work to ensure that returning scholars are suitably placed in MOE, universities and RTTIs on completion of their studies.
- MOE and LTTP must develop mechanisms to promote the attendance and completion of women and other under-represented groups beyond the period that USAID scholarships can be offered.
- MOE and LTTP must work to ensure that female beneficiaries of scholarships at Liberian universities use their qualifications to teach in appropriate government schools.

Part VI: Issues in Year III and Approaches in Year IV

The departure of further international staff members from LTTP

In Year III, three further international staff members left the project, which were leading work in In-Service, Higher Education, and Monitoring and Evaluation, in accordance with the agreed plan. In addition, the Director for Teacher Education left in March 2013 and it proved very difficult to find an appropriate replacement. This left significant gaps in LTTP capacity which are now, and will continue to be, addressed in Years IV and V, through long-term appointments, short to medium term consultancy and increased use of expert staff from the FHI 360 Washington office. Additional areas to be supported through these mechanisms include research and policy.

The continuing uncertain environment in which Deputy Ministers, Assistant Ministers, County Education Officers and District Education Officers have been replaced and key officials do not know if there is funding to continue their positions and activities

Activities in Year III were hampered by the replacement of the three Deputy Ministers and, some months later, the replacement of the Assistant Ministers. This led to significant delays as new people were briefed, changing priorities were negotiated and decisions were made. This particularly impacted on activities in Result One and Result Two.

For Result One, the organizational chart and associated functional charts and job descriptions had to be renegotiated, with the MOE, MOF and CSA, which led to significant delays in the implementation of the Biometric cards at MOE, which in turn led to an inability to move forward with the system at county, district and school level. Further, the development of better communication structures was put on hold as the MOE tried to grapple with the changes in the structure of the ministry and the move from Broad and 19th Street to the new offices in 3rd Street.

For Result Two it became near to impossible to move forward with discussions on teacher career structure and conditions of service as many of the key decision makers simply did not have time to focus on these issues amongst the many other changes and urgent situations that arose.

The development of the Center of Excellence for Accreditation, Certification and Licensing was put on hold when funding for the center was rejected in the budget.

Under the leadership of the Deputy Minister, Planning Research and Development, the discussion documents, developed through LTTP, will be widely discussed in Year IV.

The identification of MOE counterparts who are willing and able to take the lead and report back to MOE on agreed goals

Significant progress has been made in this area, most notably in Result One and Result Three. The EMIS and M&E departments have done outstanding work on moving and setting up the equipment to the new ministry building, and conducting and analyzing the second School Census.

The Bureau of Teacher Education has made excellent progress in taking the lead on key activities associated with the RTTIs. The Curriculum Department has made good progress in establishing standards and curriculum for both reading and math. A major area of weakness is the identification of ‘counterparts’ to take over the In-Service C-certificate work. Currently some MOE trainers have been selected but doubts have now emerged about whether they are the correct people to undertake this work.

As MOE becomes more confident in the new organizational structure, and fills gaps in appointments, LTTP will work with MOE in Year IV to articulate a clear sustainability structure for activities which MOE wishes to continue. The return of the 19 students who are nearing the end of their masters’ studies should provide a useful boost to capacity in MOE and the wider education system.

The necessity for MOE to meet agreed conditions for some planned activities to take place

As noted, above, significant progress has been made in sections of the Ministry stepping forward to act and take leadership of activities in which the project has led in the past. This must continue and be expanded in Year IV. Success of many project activities, such as the roll out of the Biometrics and the cleaning of the payroll, can only take place once MOE fully implements planned and agreed steps that are a prerequisite to further steps being taken.

The need to respond appropriately to the second draft report of the USAID Mid-Term Assessment

The project has recently received the second draft of the Mid-Term Assessment. There are many valuable insights that will need to be taken account of as the final detailed plan for Year IV and V is developed.

The need to undertake critical studies to respond to key issues of teacher graduate employment and effectiveness

LTTP needs to design better studies that will be robust and sound. Work has begun on scoping out key studies to be researched in Year IV.

Annex 1: LTTP Publications

Naame, Saaim (December 2012 ed). Development of Teacher Recruitment, Training, Deployment and Utilization Policy and Procedures, Monrovia, Liberia
D.E.S. Kandakai Ed.D, and Francis T. Wayne (March 2013 ed). Teacher Career Ladder for Liberia School System
Snyder, Conrad, W. Jr. (July 2013). Center for Education Management
Snyder, Conrad W. Jr. (April 2013). General Education Accreditation in Liberia, Establishment of the Center for educational Accreditation
Snyder, C.W. Jr. (2013). Capacity of the Liberia Education System
Snyder, C.W Jr. A. M. Haileselassie, D. H. Tuowal and Oscar N. Goyee (2012). MCSS Strategic Plan the Beginning
Joseph DeStefano, Timothy Slade, and Medina Korda (2013). RTI International Midterm Assessment of the impact of Early Grade Reading and Math Intervention
LTTP II (2013). Math Teacher's Instructional Guide, Volume 1
LTTP II (2013). Math Teacher's Instructional Guide, Volume 2
LTTP II (2013). Math Teacher's Instructional Guide, Volume 3
LTTP II (2013). Reading Teacher's Instructional Guide Volume 1
LTTP II (2013). Reading Teacher's Instructional Guide Volume 2
LTTP II (2013). Reading Teacher's Instructional Guide Volume 3
Hon. Etmonia D. Tarpeh, Walter Philips, Darragh Minogue and Michael V. Blundell (2013). Schools Statistics Booklet

- Success Story – Technology for Education
- Success Story – Books for All
- Success Story – Literacy Breakthrough
- Success Story In-Service Coaches Training
- Success Story – EMIS Launch
- Success Story – EGRA Face-to-Face Training
- Newsletter – Volume 3

Annex 2: Indicator Progress Table

Indicator	Target		Achievement 2013
	LOP	FY 2013	
Number of administrators and officials trained	M – 1,156 F - 289 Tot - 1,445	M-255 F-55 Tot.-310	M=699 F=66 Tot.765
Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings	M – 139,428 F - 118,772 Tot - 258,200	M-73,260 F-59,940 Tot.-133,200	M=34,555 F=31,483 Tot.=66,038
Number of teachers/educators/teaching assistants who successfully completed In-Service training or received intensive coaching or mentoring	M - 12,640 F - 3,098 Tot - 15,738	M-2,803 F-699 Tot.3,502	M-5,091 F-1,045 Tot. 6,136
Number of Parent-Teacher Association or similar school governance structures supported	1,880	804	804
Number of textbooks and other teaching and learning materials provided with USG assistance	957,408	10,695	242,766
Number of Institutions with improved Management Information System, as a result of USG assistance	2004		4 (MOE, and 3 RTTIs) 15 County Offices = 19
Number of institutions that have used USG-Assisted MIS System Information to inform administrative/management decisions	2,275		1
Number of people trained in monitoring and evaluation	M - 445 F - 92 Tot - 537	M-136 F-24 Tot.-160	M-84 F-13 Tot.-97
Number of Sector Assessments	14		

Number of evaluations	5		6
Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of educational services	11	2	1
Number of educators receiving USG-funded scholarships to attend higher education institutions			120
The proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national experts - Baseline will be established after the grade 4-6, assessment. 50% of the children targeted by the new CPD program are assumed to be able to read.	TBD		
Primary Net Enrollment Rate (NER)	TBD	TBD	
Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	M - 2713 F - 580 Tot - 3293	M-581 F-119 Tot.-700	M-514 F-123 Tot.-637
Number of schools using Information and Communication Technology due to USG support - The RTTIs got computers in 2011.	1,650	100	4
Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Grade 1 - 15%, Grade 2 - 25%, Grade 3 - 40%		
Number Of Radio Programs To Communicate Educational Progress		6	100
Percent of Teachers who attained effectiveness as observed in the classroom		85%	48%
Percent of teachers observed using the reading kits or materials provided by LTTP			75%
Percent of Teachers following schedule of intervention			41.7%
Number of individuals from undeserved and or disadvantaged groups accessing tertiary education programs		F-204	95

Annex 3: Table of Training Activities

Result	Sub-Result	Type of training/Event	Topic Covered	Duration / Date Started	Duration / Date Ended	No. of Days	Profession / Group	Male	Female	Total
Improved teacher training programs and reading/math delivery systems	A national teacher continuous professional development model for primary level developed and piloted with focus on reading and math	Math Face-to-Face Training Conducted by the Coaches	Conceptual Frame Work; Introduction to Program Features & connection to Liberian curriculum; Review of lesson cycle; Model of key ideas in Early Mathematic	8-Oct-12	19-Oct-12	5 Days	Teachers	2451	474	2925
Improved teacher training programs and reading/math delivery systems	A national standards-based model for early grade reading and math developed and implemented.	Writers' Workshop	Overview of LTTP and story writing for grades 1-3; pair oral comprehension stories; pair decodable stories; write oral comprehension stories; write decodable stories; review and revise oral comprehension stories; review and revise decodable stories; brainstorm themes for oral comprehension stories; brainstorm themes for decodable stories;	29-Apr-13	3-May-13	5 Days	MOE	12	9	21
							Other organizations	3	7	10
							Total	15	16	31
Improved teacher training programs and reading/math delivery systems	A national standards-based model for early grade reading and math developed and implemented.	Coaches Training	Introduction to 5 components of Literacy Instruction; Overview of the Coaching Model and Coach Manual; Role Play of being a Coach and Review of Trackers; Assessment & Tips on Face to Face Trainings; Supplementary Skills- Oral Language and Concept about Print; Supplementary Skills- Word Work, Grammar, Handwriting; Reading Competitions/Radio Programs& Lesson Practice; Importance of Early Mathematics; Overview of Early Mathematics Curriculum and Connections to the Liberian Curriculum; Human Resource & M& E procedures; Operation & Finance procedures;	8-Jul-13	19-Jul-13	12 Days	Coaches	46	20	66
							RMS	6	2	8
							MOE	6	2	8
							In-Service Staff	0	2	2
							Others	20	10	30
							Total	78	36	114
Improved teacher training programs and reading/math delivery systems	A national teacher continuous professional development model for primary level developed and piloted with focus on reading and math	Reading /math support Teacher Training	Introduction to 5 components of Reading Instruction; PA, Phonics, Vocabulary, Fluency & Comprehension; Lesson Practice, intro to RST Manual & Trackers; Assessment; Supplementary Skills- Oral Language and Concept about	12-Aug-13	20-Aug-13	8 Days	Teachers	522	133	655
							Principals	525	47	572
							Education Officers	29	2	31

			Print; Supplementary Skills- Word Work, Grammar, Handwriting; Reading Competitions/Radio Programs& Lesson Practice; Teacher Circles & Reading Clubs; Overview of Early Mathematics Curriculum and Connections to the Liberian Curriculum; Number Concepts; Use of Resources & Materials in Math; Classroom Observation in Math; Operations, Measurement, Geometry; Lesson Practice;				MOE	2	0	2
							Coaches	33	10	43
							RMS	4	2	6
							Others	3	4	7
							Total	1118	198	1316
Improved teacher training programs and reading/math delivery systems	In-Service teacher training program strengthened with focus on reading/math	5th Cluster training, and Mid-term Assessment	Understanding Measurement; Measuring Time; Polygons; Perimeter, Area, and Circumference	16-Feb-13	17-Feb-13	2 Days	Cohort-5 Trainees	433	81	514
							In-Service Field Trainers	17	7	24
							Field Managers	3	0	3
							LTPP Communications	0	1	1
							Team Leader-Pre-service	1	0	1
							IFESH Volunteers	0	2	2
							Total	454	91	545
Improved teacher training programs and reading/math delivery systems	In-Service teacher training program strengthened with focus on reading/math	6th Cluster training	Personal Hygiene and sanitation; Identification and classification of Plants; Weather and Vegetation of Liberia; Boundaries and Features of Liberia;	9-Mar-13	9-Mar-13	1 Day	Teachers	397	73	470
							Education Officers	19	0	19
							Total	416	73	489
Improved teacher training programs and reading/math delivery systems	In-Service teacher training program strengthened with focus on reading/math	Basic Skills Post Test.	Basic Skills Test- Mathematics; Basic Skills Test- English Language	10-Mar-13	10-Mar-13	1 Day	Teachers	401	73	474
							Education Officers	19	0	19
							Total	420	73	493
Improved teacher training programs and reading/math delivery systems	In-Service teacher training program strengthened with focus on reading/math	7th In-Service Cluster Training.	Food and Nutrition; Types of Diseases; Review Child Psychology; Review Guidance and Counseling	13-Apr-13	13-Apr-13	1 Day	Teachers	399	73	472
							Education Officers	11	0	11
							Total	410	73	483
Improved teacher training programs and reading/math delivery systems	In-Service teacher training program strengthened with focus on reading/math	8th In-Service Cluster Training.	Review Psychosocial Skills; Review Teaching Methods; Review Classroom Management; Review Assessment and Evaluation;	27-Apr-13	27-Apr-13	1 Day	Teachers	398	72	470
							Education Officers	9	0	9
							Total	407	72	479
Improved teacher	In-Service teacher	9th In-Service	Review Teaching Language Arts,	11-May-	11-May-	1 Day	Teachers	398	73	471

training programs and reading/math delivery systems	training program strengthened with focus on reading/math	Cluster Training	Science, Social Studies and Mathematics	13	13		Education Officers	11	0	11
							Total	409	73	482
Improved teacher training programs and reading/math delivery systems	In-Service teacher training program strengthened with focus on reading/math	10th In-Service Cluster Training	Introduction to EGMA; Features/Uses of Teacher Guide, etc.; Tips on Teaching Early Grade Math; The Nine Strands of EGMA; Number Concept/Principles of Number operations; Geometry and Measurement;	25-May-13	25-May-13	1 Day	Teachers	394	72	466
							Education Officers	11	0	11
							Reading First + Math Trainers	19	3	22
							Total	424	75	499
Improved Teacher Policies and Procedures for Teacher Recruitment, Training, Deployment and Career Development.	Teacher qualifications, recruitment, training and deployment guidelines developed and used.	11th In-Service Cluster Training	Model of Key Ideas-Geometry; Guided Practice-Geometry; Model of Key Ideas-Measurement; Selection and use of supplementary materials; guided practice whole lesson; tips on teaching math vocabularies; Geometry and Measurement; Group work (Geometry/Measurement); Group work presentations/comments, etc.; pair model-whole lesson; comments/questions/answers; formative assessment;	8-Jun-13	8-Jun-13	1 Day	Teachers	391	71	462
							Education Officers	15	0	15
							Reading First + Math Trainers	19	3	22
							Total	425	74	499
Improved teacher policy and procedures for teacher recruitment, training, deployment and career development	Teacher qualifications, recruitment, training and deployment guidelines developed and used.	In-Service Cohort-5 Graduation Ceremony.	In-Service Cohort-5 Graduation Ceremony.	6-Jul-13	6-Jul-13	1 Day	Teachers	398	72	470
							Education Officers	12	2	14
							MOE Monrovia Office Staff	4	1	5
							US Ambassador and staff	3	1	4
							Superintendent - MCSS	1	0	1
							Total	418	76	494
Improved teacher policy and procedures for teacher recruitment, training, deployment and career development	Efficient and transparent accreditation and examination system established	Conference Marking and Training of Training Workshop.	Conference Marking of Entry Exams scripts; 28 Training session, and 2 Micro-teaching Sessions completed	14-Jul-13	24-Jul-13	11 Days	MOE Monrovia Office Staff	1	0	1
							In-Service Field Trainers	22	7	29
							MOE In-Service C-Cert Trainers	15	6	21
							Total	38	13	51

Improved teacher training programs and reading/math delivery systems	In-Service teacher training program strengthened with focus on reading/math	In-Service Cohort-6, First 5- weeks Residential C-Certificate training.	C-Certificate Training Sessions; Reading First Training Sessions; Math Training Sessions	10-Aug-13	15-Aug-13	6 Days	Teachers	372	93	465
							MOE Monrovia Office Staff	2	0	2
							In-Service Field Trainers	22	7	29
							MOE In-Service C-Cert Trainers	15	6	21
							Total	411	106	517
MoE, CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services.	Teacher qualifications, recruitment, training and deployment guidelines developed and used	Close-out Training of Trainers (TOT) Workshop	Review of Summary Grade Sheet Presentation; KRTTI Documentation for Graduation; Completion of KRTTI Documentation for Graduation; Documentation of WRTTI Graduation begins; Completion of WRTTI Documentation for Graduation; ZRTTI Documentation for Graduation begins; Completion of ZRTTI Documentation;	20-Jun-13	22-Jun-13	3 Days	Teachers	27	7	34
							LTPP Staff	2	0	2
							MOE Staff	1	0	1
							RTTI Director (Act)	2	0	2
							Total	32	7	39
Improved teacher training programs and reading/math delivery systems	Pre-service Teacher preparation program strengthened with focus on reading/math.	Opening Training of Trainers (TOT) Workshop	Component of the C-Certificate Curriculum; Professional Standards for Teachers in Liberia; Lesson Planning (ABC Format); Modular Delivery System; Session Plan; Portfolio Development/ Work Session; Final Grade Summary Sheet/ Work Session; Comprehensive Final Exam; Evaluation; Classroom Observation & Practicum; Staff Policy Manual; Student hand Book;	8-Aug-13	30-Aug-13		Teachers	36	10	46
							Principals	2	1	3
							LTPP Staff	5	0	5
							MOE Staff	3	1	4
							RTTI Director (Act)	3	1	4
							Total	49	13	62

Summary

In-Service

Organization/Group	Male	Female	Total
Teachers	3981	753	4734
Education Officers	107	2	109
MOE Staff	6	1	8
In-Service Trainer	61	21	82
Total	4155	777	4933

Pre-Service

Organization/Group	Male	Female	Total
Administrators	7	2	9
MOE Staff	4	1	5
Teachers	63	17	80
Total	74	20	94

Reading First

Organization/Group	Male	Female	Total
Coaches	79	30	109
Education Officers	29	2	31
Ministry of Education	20	11	31
Principals	525	47	572
Teachers	2973	0	2973
Total	3626	90	3716

Summary

Organization/Group	Male	Female	Total
Teachers Trained	7017	770	7787
Administrators and Officials Trained (DEOs, MoE, Principals, PTAs, RTTIs Faculty, Administrators)	699	66	765
Students Enrollments (Catchment and Reading First Schools)	34555	31483	66038
Total	42271	32319	74590